Grading Rubric for Write About It! Worksheet

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| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Neatness** | Writing is nice with neat handwriting, is clean, and is easy to read with no distracting error corrections. It was done with pride. | Writing contains nice handwriting, is clean, and is easy to read with few distracting error corrections. It was done with care. | Writing contains mostly nice handwriting. It may have 1-2 distracting error corrections. It was done with some care. | Handwriting is overall of poor quality. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly. |
| **Grammar & spelling (conventions)** | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling | Writer makes more than 4 errors in grammar and/or spelling. |
| **Capitalization and Punctuation** | Writer makes no errors in capitalization and punctuation. | Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 3-4 errors in capitalization and punctuation. | Writer makes more than 4 errors in capitalization and punctuation. |
| **Sentences & Paragraphs** | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| **Reasoning** | The writing contains 3 or more reasons for the question response. | The writing contains only 2 reasons for the question response. | The writing contains only 1 reason for the question response. | The writing contains no reasoning. |
| **Ideas** | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the writing was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the writing was about. | The writing seemed to be a collection of unrelated sentences. It was very difficult to figure out what the writing was about. |